Education
MANITOBA

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# Resilience in Schools: Making it Happen for Students and Educators
## A Message from the Minister

Young people need to find the positive and healthy elements in their lives — no matter how well they are hidden. Once these elements have been identified, they need to be strengthened. This enables young people to build their resilience and develop the skills they need to succeed in school and become responsible members of the community.

To help foster resilience in students so they are more likely to stay in school and succeed, educators must believe that all students have the capacity for healthy development and successful learning. Manitoba Education works with other departments and educational partners on a number of initiatives that focus on creating more inclusive school communities that embrace and accept everyone, and on creating opportunities for each student to reach his or her potential.

There are many positive daily practices that can be embedded in school culture to reinforce the idea that all students can be successful learners. Manitoba Education supports such practices through a variety of initiatives that are intended to promote student resilience. Department staff deliver professional learning opportunities across the province on topics such as planning for all learners, supporting positive behaviour in the classroom, and fair assessment practices.

In addition to a positive school culture, purposeful support must be available to individual students. In Manitoba, such support has often come from school social workers, who have intervened with students to decrease risk factors and to improve protective factors. To help support this challenging work, a project team that consists of school social workers from across Manitoba, as well as Manitoba Education staff, developed the tool *Services and Outcomes in School Social Work* (SOS), which is a strength-based "resiliency scale" that measures certain factors that can protect against negative outcomes when an individual is faced with adversity. This scale is divided into five points — Thriving, Stable, Vulnerable, At Risk, and In Crisis — and is intended to be used to determine the student's level of functioning in terms of his or her sense of self, interpersonal relationships, participation and inclusion in activities, and overall skills.

Using this tool allows a school social worker many potential points of intervention and opportunities for collaboration with teachers and other members of the school team. The SOS tool was selected as one of 14 best-practice programs and initiatives from across Canada to participate in a "promising practices marketplace" at the National Dialogue on Resilience in Youth conference held in Winnipeg in 2008.

Manitoba Education strongly believes in the potential of all students and is committed to support schools, families, and communities in creating educational environments that discover, support, and promote resilience. As Minister of Education, I encourage all educators to work together with our partners to foster resilience in our students in order to give them the best chance at overcoming adversity and achieving a bright future.

Nancy Allan
Minister of Education

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# Increasing Course Options for Small Rural Schools

*By Myrna Klassen*

The Teacher Mediated Option (TMO) is a program delivered by the Distance Learning Unit that offers rural students courses through teleconferenced teacher-mediated instruction.

The TMO currently serves 24 Grades 9 through 12 schools in 10 rural school divisions, and is available to all students registered in a Manitoba high school or an Adult Learning Centre. By switching to a semester system and offering multiple courses during the same time slots, it was possible to increase TMO course offerings by 44% (from 25 courses in 2008/2009 to 36 courses in 2009/2010). A spring 2009 survey was distributed to participating schools to help determine those new course offerings. Registrations increased 18.8% from 537 registrations in the 2008/2009 school year to 638 in 2009/2010. The TMO program currently serves 156 students; the average course load per student is four TMO courses.

## How Does it Work?

Students receive paced, teacher-mediated instruction four times in a six-day cycle. They are required to work independently outside of the scheduled teleconference times using independent study materials as the basis for instruction. During the scheduled teleconference times, which are led by Manitoba-certified teachers, students have opportunities to clarify their understanding, ask questions, and interact with the instructor and other students. Students can also access instructors outside of class time using toll-free telephone numbers or email.

To participate in the TMO program, students must be registered with a Manitoba school or an Adult Learning Centre. Classes are recorded for playback and student review, so students require access to a teleconference unit or a good quality speakerphone. Some courses require access to additional resources, such as audio/video equipment or the Internet, primarily for research purposes. Participating schools are required to assign a proctor, which is a school employee who acts as a liaison between the instructors (who are working at a distance) and the students. The proctor provides students with on-site support, and plays a vital role in the process, including supervision of assessment.

Students, parents, and school proctors have access to a wiki where course resources are posted for easy access. This can be found at <http://teachermediatedoption.wikispaces.com/>.

Upon successful completion of a TMO course, the school registers the credit with Manitoba Student Records.

For more information regarding the Teacher Mediated Option program, please contact
Myrna Klassen
Distance Learning Consultant
Telephone: 1-800-465-9915
Email: myrna.klassen@gov.mb.ca
Website: www.edu.gov.mb.ca/k12/dl/tmo/index.html

# ESD Update

*By Anne MacDiarmid and Carolee Buckler*

## Research

Manitoba Education is a partner with the International Institute for Sustainable Development (IISD) in developing the documents *A Guiding Framework for School Sustainability*, *A Green Careers Guide*, and *Investigating Behaviours Concerning Sustainable Development (SD) in Students at the Grade 10 Level*. The Department and IISD have also partnered with Manitoba First Nations Education Resource Centre (MFNERC) in the development of a paper on "Sustainability Education in First Nations Schools in Manitoba: An Initial Exploration."

## SEdA

Eight additional Manitoba school divisions participated in the Sustainability and Education Academy (SEdA) seminar at Hecla Resort from October 4–7, 2009, as did representatives from MFNERC and Saskatchewan. So far, 20 out of 36 school divisions have participated. York University and Learning for a Sustainable Future (LSF), in partnership with Manitoba Education, developed a Post-SEdA ESD Kit and Guide for SEdA alumni to provide in-service ESD training to their school division personnel.

The next SEdA seminar is scheduled for October 3–6, 2010.

## Curriculum

Manitoba Education is developing a Grade 12 Global Citizenship and Sustainability course to replace the current Grade 12 World Issues course.

## ESD Seminar

In November 2009, Manitoba Education, LSF, and the Deans of Education hosted an ESD seminar for faculty members at the *Collège universitaire de Saint-Boniface*. The event focused on collaboration and dialogue related to ESD in teacher education, as well as a keynote presentation by Chuck Hopkins, UNESCO Chair in Reorienting Teacher Education to Address Sustainability.

## *ESD Newsletter*

The latest *ESD Newsletter* focuses on the issue of sustainable and responsible consumption, and highlights some initiatives happening in our schools and communities. It is available at <www.edu.gov.mb.ca/k12/esd/newsletters.html>.

## Professional Learning

Anne MacDiarmid, ESD consultant for Manitoba Education, has been conducting sessions throughout the province, providing educators with information, activities, and initiatives they can adapt and use in their individual schools.

For more information, please contact
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Telephone: 204-945-6943, Toll-free: 1-800-282-8069, ext. 6943
Email: anne.macdiarmid@gov.mb.ca

Carolee Buckler, Sustainable Development Coordinator
Telephone: 204-945-1924, Toll-free: 1-800-282-8069, ext. 1924
Email: carolee.buckler@gov.mb.ca

# Changes to the Mathematics Curriculum in Manitoba

*By Carole Bilyk*

In September 2010, Grade 10 students will have two options for mathematics courses instead of three.

This change is a result of a collaborative revision process that Manitoba Education and its Western Northern Canadian Protocol (WNCP) educational partners have been engaged in since 2003. Teachers, divisional consultants, and other educational stakeholders provided valuable ideas and suggestions, resulting in several key changes to the Kindergarten to Grade 12 Mathematics curriculum. Most of the changes have involved a reduction in content to allow teachers and students more time to uncover the curriculum, but the revised curriculum frameworks also include new strategies designed to deepen understanding of key mathematics concepts (see <www.edu.gov.mb.ca/k12/cur/math/frameworks.html>).

In consultations with post-secondary institutions and business groups, it was determined that there was still a significant amount of common material that students would need as they pursue Applied Mathematics or Pre-Calculus Mathematics at the Grades 11 and 12 level. Consequently, a new course, Grade 10 Introduction to Applied and Pre-Calculus Mathematics (20S), was created to replace both the Applied Mathematics and Pre-Calculus Mathematics courses. It has been assigned the course code 3905.

Grade 9 students will now only have two courses to choose from for Grade 10—the new Introduction to Applied and Pre-Calculus Mathematics or the renamed and revised Essential Mathematics (which is the new name for the Consumer Mathematics courses from Grade 10 to Grade 12). For more information on the changes to all the courses from Kindergarten to Grade 12, visit the Manitoba Education website at <www.edu.gov.mb.ca/k12/cur/math/outcomes/index.html> and scroll down the page to find the correlation charts. These charts will be helpful to teachers planning for the changes and in deciding which resources, activities, and routines can be maintained and which ones should be changed.

For Grades 11 and 12, the same four choices remain (Accounting Principles, Applied Mathematics, Essential Mathematics, and Pre-Calculus Mathematics for Grade 11; Accounting Systems, Applied Mathematics, Essential Mathematics, and Pre-Calculus Mathematics for Grade 12).

Implementation of the changes started with Kindergarten to Grade 8 in September 2008, continued with Grade 9 in September 2009, and will continue with Grades 10, 11, and 12 in the subsequent three school years.
See <www.edu.gov.mb.ca/k12/cur/math/timelines.html> for the implementation chart.

With the changes to the curriculum come corresponding changes to the Provincial Mathematics Assessments. Information regarding these changes was communicated to school divisions in February 2010, and further information will be shared as the system-wide implementation of Grade 12 courses continues.

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Telephone: 204-945-1752, Toll-free: 1-800-282-8069, ext. 1752
Email: sherry.perih@gov.mb.ca

Heather Knight Wells, Middle Years Math Consultant
Telephone: 204-945-5248, Toll-free: 1-800-282-8069, ext. 5248
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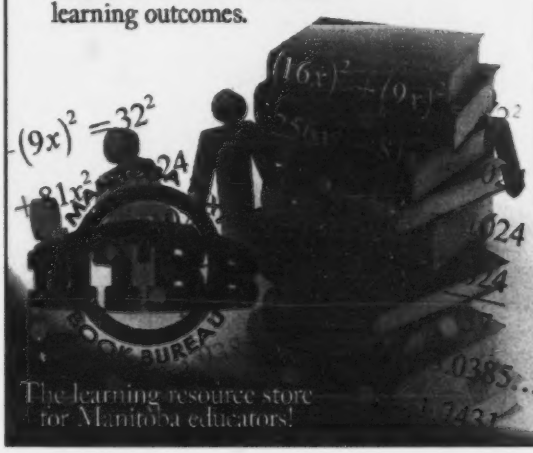
Brand New!

Breadth and depth resources to support the WNCP-authorized Grade 10 Math learning outcomes.




Grade 10 Introduction to Applied and Pre-Calculus (20S)

McGraw Hill Ryerson – *Mathematics 10*
MTBB Stock #11530 – Student Edition (Print)
MTBB Stock #11533 – Teacher Resource

Pearson Education Canada – *Pearson Foundations and Pre-calculus Mathematics 10*
MTBB Stock #11537 – Student Edition (Print)
MTBB Stock #11538 – Teacher Resource

Grade 10 Essential Mathematics (20S)

Pacific Educational Press (UBC) – *MathWorks 10*
MTBB Stock #11550 – Student Edition (Print)
MTBB Stock #11551 – Teacher Resource

Expected availability for all resources is June 2010. Electronic formats and other complementary items are available.

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# Public Performance Rights Licensing

*By Nessa Herman*

The public performance licensing system was developed in Canada to protect and support a film creator's intellectual property. When films on DVD or video are played in a "domestic" or home setting, only home-use permission is necessary. However, when a film is shown in a public setting (for example, in a school), then a public performance licence is required.

Showing home-use DVD or video in a school is a copyright violation. Public performance licences are also required for films circulated from government, school, and school division resource/ library/ media centres.

The good news is that you can show any of the 9,000 DVD and video titles circulating from the Instructional Resources Unit (IRU) of the Educational Resources Branch of Manitoba Education. There are, however, a few restrictions. IRU films cannot be used at fundraising events or any event where admission will be charged, and only the 960 titles with duplication rights licences can be duplicated (and this duplication is done by IRU). These are identified in the online catalogue as "Media Duplication Titles." To request titles for duplication, please see <www.edu.gov.mb.ca/k12/iru/access/services/mediadup/forms.html> in the IRU catalogue.

For a full discussion of copyright and media use in schools, please see <www.edu.gov.mb.ca/k12/iru/policies/copyright/index.html>, which is the IRU's website on copyright.

Remember that while the United States provides an exemption for the use of films in "face-to-face" teaching situations, this copyright exemption does not apply in Canada.

### Public Performance Rights Licensing for Educational Films

Educational films include theatrical and non-theatrical releases, theatrical shorts, and animated and documentary films that support curriculum outcomes and teaching strategies. Educational films include both DVD and video productions and may be presented as stand-alone units or as part of larger kits with accompanying teaching resources. When purchasing an educational film for classroom/school use, your invoice to the distributor/supplier must specify that you require public performance rights for use of this item in a school setting.

### Public Performance Rights Licensing for Feature Films

In order to show feature films legally in a classroom, a school or school division must acquire a public performance rights licence, which covers feature films borrowed from public libraries or purchased, rented, or borrowed from retail stores, and allows for their legal use in a classroom. The cost of the licence is determined on a per-student basis as well as other factors.

In Canada, two companies hold the majority of non-theatrical public performance rights for feature films: Audio Ciné Films (ACF) and Visual Education Centre (VEC)/ Criterion Pictures. Each company represents different studios and video producers.

For more information on public performance licensing in your school or school division, contact your divisional library/media centre co-ordinator, or
Nessa Herman,
Collection Manager for the Instructional Resources Unit
Telephone: 204-945-7722
or 1-800-282-8069, ext. 7722
Email: nessa.herman@gov.mb.ca

# Streaming Video Pilot Project

*By John Tooth*

Video streaming allows schools to receive digitized media titles, including educational short films and video clips, via the Internet or locally hosted servers.

Within the Educational Resources Branch of Manitoba Education, the Instructional Resources Unit (IRU) has researched video streaming for several years. It has initiated a streaming video pilot project that provides comprehensive and accessible use of selected media resources to participating schools across Manitoba. Through video streaming, teachers at rural and remote schools will have equal access to media resources for use in the classroom and for professional learning purposes.

Video streaming allows for

- increased school-wide access to copyright-cleared videos produced by Manitoba Education
- increased teacher access to video products to enhance classroom instruction
- student access to selected video products that will enhance their learning experience

The streaming video pilot started in March 2010, and provides streaming access to 50 schools across Manitoba with three products:

- News in Review: A current events newsmagazine provided by CBC television for use with students in Grades 7 to 12. Included are 16 programs arranged into 64 episodes.
- The Manitoba Residential Schools Survivors Social Studies Project DVD *From Apology to Reconciliation*
- 125 clips of commercial and Manitoba Education programs

To learn more about video streaming, contact
John Tooth
Coordinator, Instructional Resources Unit
Telephone: 204-945-7833 or 1-800-282-8069, ext. 7833
Email: john.tooth@gov.mb.ca

# American Sign Language in the Classroom

*By Suzanne St. Yves*

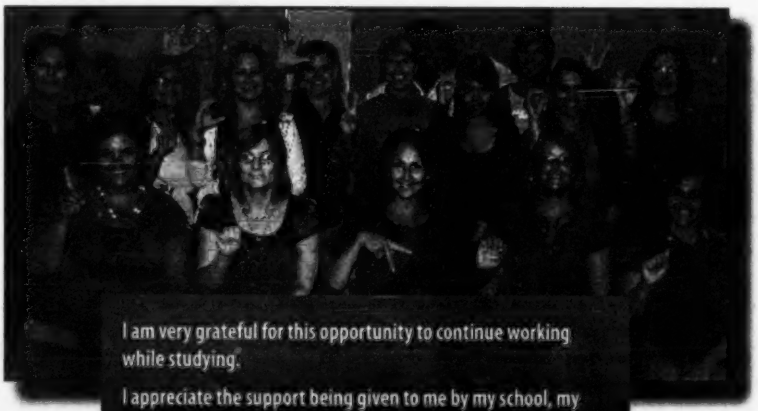
School divisions across Manitoba have struggled for years to hire staff with American Sign Language (ASL)-English interpreter training to work in regular classrooms supporting students who are Deaf and/or hard of hearing and who use ASL.

Rural divisions, in particular, have had difficulty recruiting to these hard-to-fill positions. In response to this shortage, Manitoba Education, in collaboration with Red River College (RRC), has launched a new, flexible Deaf Studies Program as a pilot project. Designed to support ASL-English interpreter training of educational assistants (EAs), the Deaf Studies Program is the first year of the ASL-English Interpretation Program (AEIP), which includes the RRC program and three University of Manitoba (U of M) courses. Manitoba Education, RRC, and U of M worked creatively and cooperatively to make this exciting pilot project happen.

According to Terry Janzen, head of the Department of Linguistics at the U of M, "This is such a good opportunity for the university to take education to the learners. The University of Manitoba and Red River College are leaders in Canada in our joint programs leading to a BA degree in the field of ASL-English interpretation, and this is an exciting project that raises the level of training for people who cannot leave their positions at work to return to school full-time."

Rick Zimmer, coordinator of the Deaf Studies Program at RRC, concurs, stating that RRC is excited about providing training for educational assistants so that the quality of interpretation is raised for Manitoba students who are Deaf and/or hard of hearing and they can receive fuller access to the curriculum.

This unique program began in September and allows the cohort of students, who are educational assistants working full-time in metro Winnipeg and rural school divisions, to enhance their ASL skills and knowledge with the goal of providing better service to students who are Deaf and/or hard of hearing. The flexible evening schedule means that participants can remain in their home communities and come into the city twice a week to take classes. Students who receive support from their divisions sign a return-of-service agreement, committing themselves to remain employed in the division for a year.



I am very grateful for this opportunity to continue working while studying.

I appreciate the support being given to me by my school, my resource staff, the school division, and Manitoba Education.

*~ Leah Boutet, Garden Valley School Division*

The first cohort of EAs taking the pilot Deaf Studies Program comes from seven different school divisions. The majority of the participants have worked in the K–12 setting for several years and are experienced EAs. Most of the seats are sponsored by school divisions using funding provided through Manitoba Education's Northern and Rural Initiative; however, some school divisions wanted more EAs trained and were able to fund seats for their staff. Six of the students live outside the perimeter and five are working in rural schools.

Many of the students had not planned on returning to post-secondary education and are finding that the opportunity is opening unexpected doors for them. Dorothy Farmer of Interlake School Division admits she could not have taken the course if not for this special opportunity. "I've always been interested in signing and am glad I've had the chance to learn it. I look forward to improving my skill and hope to be able to help others. I am able to work during the day and attend during the evenings. By taking the classes in the evenings, I can use what I've learned in class the very next day!"

Sarah Klassen of Garden Valley School Division (GVSD) agrees, "I am very grateful for the opportunity to continue working in the same field as I am studying. It's wonderful to be able to immediately put to use what I have learned in class." GVSD has a program that houses eight students who are Deaf at two schools that use ASL. Ten signing EAs work with those students. Three are enrolled in the RRC portion of the program but five have taken some of the joint courses at the U of M.

Above all, students in the Deaf Studies Program, who will complete the RRC portion of the program in June 2010, keep their main goal in sight! As Joyce Sztandera of the Winnipeg School Division states: "The benefits of taking the Deaf Studies Program for Educational Assistants course are that I will be able to fine-tune and improve my ASL skills... but what is really important is that...Deaf and hard of hearing students will benefit from having skilled ASL EAs in their classroom."

For more information, please contact
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*By Nessa Herman*

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In order to show feature films legally in a classroom, a school or school division must acquire a public performance rights licence, which covers feature films borrowed from public libraries or purchased, rented, or borrowed from retail stores, and allows for their legal use in a classroom. The cost of the licence is determined on a per-student basis as well as other factors.

In Canada, two companies hold the majority of non-theatrical public performance rights for feature films: Audio Ciné Films (ACF) and Visual Education Centre (VEC)/ Criterion Pictures. Each company represents different studios and video producers.

For more information on public performance licensing in your school or school division, contact your divisional library/media centre co-ordinator, or

Nessa Herman,
Collection Manager for the Instructional Resources Unit
Telephone: 204-945-7722
or 1-800-282-8069, ext. 7722
Email: nessa.herman@gov.mb.ca

# Streaming Video Pilot Project

*By John Tooth*

Video streaming allows schools to receive digitized media titles, including educational short films and video clips, via the Internet or locally hosted servers.

Within the Educational Resources Branch of Manitoba Education, the Instructional Resources Unit (IRU) has researched video streaming for several years. It has initiated a streaming video pilot project that provides comprehensive and accessible use of selected media resources to participating schools across Manitoba. Through video streaming, teachers at rural and remote schools will have equal access to media resources for use in the classroom and for professional learning purposes.

Video streaming allows for

- increased school-wide access to copyright-cleared videos produced by Manitoba Education
- increased teacher access to video products to enhance classroom instruction
- student access to selected video products that will enhance their learning experience

The streaming video pilot started in March 2010, and provides streaming access to 50 schools across Manitoba with three products:

- News in Review: A current events newsmagazine provided by CBC television for use with students in Grades 7 to 12. Included are 16 programs arranged into 64 episodes.
- The Manitoba Residential Schools Survivors Social Studies Project DVD *From Apology to Reconciliation*
- 125 clips of commercial and Manitoba Education programs

To learn more about video streaming, contact

John Tooth
Coordinator, Instructional Resources Unit
Telephone: 204-945-7833 or 1-800-282-8069, ext. 7833
Email: john.tooth@gov.mb.ca

# American Sign Language in the Classroom

*By Suzanne St. Yves*

School divisions across Manitoba have struggled for years to hire staff with American Sign Language (ASL)-English interpreter training to work in regular classrooms supporting students who are Deaf and/or hard of hearing and who use ASL.

Rural divisions, in particular, have had difficulty recruiting to these hard-to-fill positions. In response to this shortage, Manitoba Education, in collaboration with Red River College (RRC), has launched a new, flexible Deaf Studies Program as a pilot project. Designed to support ASL-English interpreter training of educational assistants (EAs), the Deaf Studies Program is the first year of the ASL-English Interpretation Program (AEIP), which includes the RRC program and three University of Manitoba (U of M) courses. Manitoba Education, RRC, and U of M worked creatively and cooperatively to make this exciting pilot project happen.

According to Terry Janzen, head of the Department of Linguistics at the U of M, "This is such a good opportunity for the university to take education to the learners. The University of Manitoba and Red River College are leaders in Canada in our joint programs leading to a BA degree in the field of ASL-English interpretation, and this is an exciting project that raises the level of training for people who cannot leave their positions at work to return to school full-time."

Rick Zimmer, coordinator of the Deaf Studies Program at RRC, concurs, stating that RRC is excited about providing training for educational assistants so that the quality of interpretation is raised for Manitoba students who are Deaf and/or hard of hearing and they can receive fuller access to the curriculum.

This unique program began in September and allows the cohort of students, who are educational assistants working full-time in metro Winnipeg and rural school divisions, to enhance their ASL skills and knowledge with the goal of providing better service to students who are Deaf and/or hard of hearing. The flexible evening schedule means that participants can remain in their home communities and come into the city twice a week to take classes. Students who receive support from their divisions sign a return-of-service agreement, committing themselves to remain employed in the division for a year.

I am very grateful for this opportunity to continue working while studying.
I appreciate the support being given to me by my school, my resource staff, the school division, and Manitoba Education.
~ Leah Boutet, Garden Valley School Division

The first cohort of EAs taking the pilot Deaf Studies Program comes from seven different school divisions. The majority of the participants have worked in the K–12 setting for several years and are experienced EAs. Most of the seats are sponsored by school divisions using funding provided through Manitoba Education's Northern and Rural Initiative; however, some school divisions wanted more EAs trained and were able to fund seats for their staff. Six of the students live outside the perimeter and five are working in rural schools.

Many of the students had not planned on returning to post-secondary education and are finding that the opportunity is opening unexpected doors for them. Dorothy Farmer of Interlake School Division admits she could not have taken the course if not for this special opportunity. "I've always been interested in signing and am glad I've had the chance to learn it. I look forward to improving my skill and hope to be able to help others. I am able to work during the day and attend during the evenings. By taking the classes in the evenings, I can use what I've learned in class the very next day!"

Sarah Klassen of Garden Valley School Division (GVSD) agrees, "I am very grateful for the opportunity to continue working in the same field as I am studying. It's wonderful to be able to immediately put to use what I have learned in class." GVSD has a program that houses eight students who are Deaf at two schools that use ASL. Ten signing EAs work with those students. Three are enrolled in the RRC portion of the program but five have taken some of the joint courses at the U of M.

Above all, students in the Deaf Studies Program, who will complete the RRC portion of the program in June 2010, keep their main goal in sight! As Joyce Sztandera of the Winnipeg School Division states: "The benefits of taking the Deaf Studies Program for Educational Assistants course are that I will be able to fine-tune and improve my ASL skills... but what is really important is that...Deaf and hard of hearing students will benefit from having skilled ASL EAs in their classroom."

For more information, please contact
Suzanne St. Yves
Educational Interpreting Consultant
Telephone: 204-467-5192
Email: Suzanne.St.Yves@gov.mb.ca

# Essential Skills and Recognizing Prior Learning

*By Sheila Redsky*

Essential skills are the basic skills that everyone needs in order to work, learn, and function in life. Only when these skills are mastered can we successfully continue our lifelong learning.

Human Resources and Skills Development Canada has identified nine essential skills as the foundation for learning and work. These include reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning.

Recognizing prior learning (RPL) is a process for identifying and documenting individual students' skills and knowledge that they have gained through their formal and informal learning. These skills may be derived from the students' life experiences, employment, hobbies, volunteer work, or their own independent study.

There has been a growing need in communities throughout Manitoba for first-point-of-contact advisors and counsellors who are trained in recognizing and promoting these essential skills and documenting them through the RPL process. A dynamic partnership among First Nations and Métis organizations and Manitoba Advanced Education and Literacy was formed in 2004 in response to this need. The partnership created a vision and response called Igniting the Power Within (ITPW) Levels 1 to 4 certification training.

Participants in this four-level workshop series learn strategies and tools that are used by employment-related coordinators, outreach workers, and training and employment counsellors across Manitoba to help clients identify and document their skills, knowledge, and gifts, and work toward training, education, and employment goals.

During the ITPW workshops, learners engage in the practice of "Tell Me, Show Me, Let Me Do." First, they listen while workshop facilitators share scenarios through the oral tradition of storytelling; then, they participate directly in hands-on activities and role-playing.

Megan Brisco and Tammy Shone are community support workers in two school project sites—Dufferin and Fort Rouge schools—within Manitoba's Community Schools Partnership Initiative (CSPI). After attending ITPW workshops, they were encouraged by the positive impact this training is having on their schools, and they were particularly inspired after hearing an ITPW presentation at a 2008 CSPI gathering. Shortly afterward, they attended a Building Portfolios workshop where they indicated they felt a boost in their sense of empowerment and self-esteem. Riding on this feeling, the pair came up with the idea of helping parents in their schools develop their own portfolios.

Megan and Tammy have now completed Levels 1 to 3 ITPW workshops and are hard at work developing a four-part module program that they plan to introduce in their respective schools.

For more information about the Community Schools Partnership Initiative, visit <www.edu.gov.mb.ca/cspi/index.html>.

For more information about Igniting the Power Within, please visit <http://ignitingthepowerwithin.ca>.

# Supporting Students in Transition

*By Darryl Gervais*

When students move back and forth between schools, it often results in lost learning time. The impact of this change may be magnified when a student moves out of his or her home community, from a small community to a larger one, from a northern community to a southern one, or between First Nations schools and non-First Nations schools.

Students are better able to make a smooth transition from one school to another when information is shared between the schools in a timely manner. This also facilitates the continuity of educational programming. To help school administrators support the timely sharing of student information, Manitoba Education has recently distributed the document *Working Together: Supporting Students in Transition: Sharing Student Information between First Nations and Provincial Schools*.

This new document draws upon information gathered from a consultation process involving four First Nations and four provincial schools, Indian and Northern Affairs Canada (INAC), Manitoba First Nations Education Resource Centre (MFNERC), and Manitoba Education. These groups worked in partnership to develop these guidelines for sharing student information when students transfer between First Nations and provincial schools.This development process included interviews, focus group sessions, and three questionnaires for students, teachers, principals, and administrators.

First Nations schools, provincial schools, and stakeholders have a role in supporting students as they make the transition from school to school. This new guide will help school administrators ensure that students who change schools receive appropriate supports and services with minimal disruption to their educational programming.

For more information, contact
Marilyn Robinson
Consultant
Telephone: 204-945-6875
or 1-800-282-8069, ext. 6875
Email: marilyn.robinson@gov.mb.ca
Website: www.edu.gov.mb.ca/k12/docs/support/students_transition/index.html

MERN Research Profile

www.mern.ca

Connecting research in education ⟷ to policy and practice

# Successes and Challenges of EAL Immigrant Youth in Rural Manitoba

*By Dr. Clea Schmidt*
*Faculty of Education, University of Manitoba*

The demographics of rural Manitoba have changed dramatically over the last 10 years, particularly in southern Manitoba. An intense wave of immigration has brought increasing numbers of English as an additional language (EAL) immigrant learners, along with new challenges and opportunities for rural educators.

In Hanover School Division (HSD), which serves Steinbach and neighbouring communities, the EAL student population has grown from 23 to over 1300 students per year (within the four-year identification window), with more than 3000 students identified as EAL learners since 1998. Five years ago, HSD was the ninth-largest school division in the province, but it has grown by 25% over the last 11 years; now, largely because of immigration, it is the sixth-largest. HSD also has one of the largest EAL populations in Manitoba, second only to Winnipeg School Division. This influx of EAL learners to rural areas is particularly challenging for many Manitoba school divisions because little is known about the performance of EAL immigrant learners outside major urban centres in Canada.

In the 2008/2009 academic year, I was part of a team that addressed this lack of data by conducting a research project in HSD to explore how the success of EAL and immigrant youth may be facilitated as they strive to meet their personal, academic, and career goals. The project was co-funded by the Prairie Metropolis Centre and Manitoba Education, and the team included Val Schellenberg, HSD EAL curriculum support teacher, Diana Turner, EAL consultant for Manitoba Education, and Heather Hunter from MERN.

We used a mixed-methods research approach to determine demographic characteristics of 3000 EAL students (within the four-year EAL funding period) for the past 10 years, and to document the perspectives and experiences of EAL immigrant youth, their parents, educators (including educational assistants, classroom teachers, EAL teachers, curriculum support teachers, resource teachers, and administrators), and immigrant service providers.

The study was guided by the following questions:

1. What successes and challenges are experienced by EAL learners and families in HSD?
2. How do EAL learners and parents in HSD define success? What are some of their academic, personal, and career goals?
3. What are the experiences of HSD teachers working with EAL learners?
4. How might the experiences of EAL learners, parents, and teachers inform divisional policies and practices?

A few key findings from the research included the following student perspectives:

- Most students reported that feeling at ease upon arrival in their new school was greatly facilitated by having someone (a peer, a teacher, or other staff member) who could communicate with them in their first language and help them become acclimatized to the culture and routines of the new setting.
- Students coming from language backgrounds other than English felt their multilingual abilities helped them to learn English.
- Students noticed many differences between the structure and content of schools in their home countries versus those in Manitoba (e.g., the school day is shorter, there are more course options).
- Students did not always feel they were most appropriately matched with courses (e.g., the assumption that Consumer Math would be "easier" for the students proved incorrect in some cases, given the high language demands).

These findings will be used to inform EAL programming and policies in HSD and throughout Manitoba. One of the study's key recommendations is that HSD consider partnering with Manitoba Education to pilot a system for tracking the progress of EAL learners and the graduation rates of both EAL and non-EAL students, with a view to establishing a province-wide model for tracking graduation rates. This could provide information on how long it takes for EAL learners to progress through the various stages of EAL development, how many EAL learners graduate and how these rates compare with the non-EAL learner population, as well as the pathways graduating/non-graduating learners follow across the division (e.g., how many opt for post-secondary education, vocational training, or employment, and the reasons for these decisions).

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# Building Resilience in Manitoba Schools

*By Roza Gray, with contributions from*
*Bobbi-Lynn Geekie and Lisa Martin of Park West School Division*

*"Kids can walk around trouble if there is some place to walk to and someone to walk with."*

*Tito, a 16-year-old youth who is attempting to break his gang affiliations*

Park West School Division is working to ensure that young people have "some place to walk to" and "someone to walk with" by developing deeper relationships with youth, encouraging communities to value youth, and incorporating meaningful student input into school and divisional planning.

These initiatives are part of our commitment at Park West School Division towards fostering caring and responsible citizens of the world. Our search for a means to develop resilient students led us to the Search Institute's Asset Framework, which is the result of over 50 years of research to identify the things in young people's lives that make a positive difference in their development. These "developmental assets" are positive factors among young people, families, communities, schools, and other settings that are important in promoting healthy development, and include relationships, experiences, opportunities, and personal qualities. (See <www.search-institute.org>.)

Building on these protective factors is like vaccinating young people against high-risk activities like illicit drug use, depression/suicide, anti-social behaviour, violence, gambling, school problems, and drinking and driving. By providing youth with the nutrients for healthy development, we can measure the results by how they succeed in school, value diversity, live in good health, provide leadership, resist danger, and overcome adversity.

The Asset Framework identifies 40 developmental assets in two categories: external and internal. External assets are positive developmental experiences that surround children with support, empowerment, boundaries and expectations, and constructive use of time. Internal assets include children's commitment to learning, positive values, social competencies, and positive identity.

In 2005, Park West School Division surveyed Grades 6 to 12 students using the Search Institute's Attitudes and Behaviours Survey. On average, students reported having 18.8 of the 40 developmental assets — less than half of the developmental nutrients they require for healthy development.

Furthermore, 16% of our students had 0–10 assets, 40% of our population fell in the 11–20 assets category, 37% reported 21–30 assets, and 7% reported 31–40 assets. Ninety-three percent of our students fell below the target that communities would want for their children. This was a call to action.

The division, with the support of Manitoba Education via the Community Schools Program Initiative, implemented a division-wide focus on developing assets in our youth. The 40 developmental assets are not a program or a curriculum; rather, they involve a fundamental change in thinking with a focus on developing relationships.

Asset building takes us from deficit thinking, where we are focusing on young people's problems, to seeing young people for their strengths. When using this strength-based approach, we see young people as resources themselves rather than as consumers of resources. We move from blaming others for the problems to claiming responsibility for making a difference — all the while realizing that everyone can build assets in our youth, not just the professionals.

In changing our thinking, we are changing our daily actions and having a positive impact on the resiliency of our students and the health of our communities.

The process of building assets is never over. It is a journey, but the kind of journey that will change your life and the lives of your students forever. The relationships you develop along the way will ensure you will always have someone to walk with and somewhere to go.

Education
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The newsletter includes articles from the education community and from Manitoba Education. Signed articles appearing in this magazine express the views of their authors and not necessarily those of the Department.

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A similar document has been developed by the Bureau de l'éducation française Division for the Français and the French Immersion Programs.

Contact Information:

We invite contributions to *Education Manitoba*. When forwarding submissions, please include your name and telephone number, and send materials in print and electronic formats to:

Louise Boissonneault
1567 Dublin Avenue
Winnipeg MB R3E 3J5
Telephone: 204-945-1006
Fax: 204-945-3042
Email: louise.boissonneault@gov.mb.ca

We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

Manitoba